**K-5 ELA/Social Studies Lesson Plan – Week 1 / Task 1**

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| **Teacher:** | | **Grade: 1st Grade** | | **Date(s)**: |
| **Unit Title: A Few Good Friends** | | | **Corresponding Unit Task: Creating a Song About Rules** | |
| * **Essential Question(s):** Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | |
| **Teacher/Student:**  Writing Frame  Anchor Charts  Scott Foresman “Rhyme Time”  Harcourt “Social Studies” Book  “Officer Buckle and Gloria” by Peggy Rathmann Book | | | **author –** A person who writes a story.  **illustrations -** Pictures that help tell a story. Illustrations often included additional details essential to the story plot that are not explicitly stated in the text.  **character traits –** The details in a story that describe the personal qualities or attributes of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor,* etc. Good authors include clues in the text to help define the traits of individual characters.  **key details –** The important details in narrative text that are critical to the process of moving the plot of a narrative text forward. Key details support the main idea and should be included when summarizing the story. In expository text, key details include important words and phrases in a text that are worth noting and remembering.  **capitalization -** The process of using capital letters appropriately in written text.  **punctuation -**  Marks used at the ends of sentences that show whether the sentence is a statement, a question, a statement with emotion, or a command | |
| **Learning Experience(s)** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **RL.1.10** - With prompting and support, read prose and poetry of appropriate complexity for grade 1.  **RI.1.1** - Ask and answer questions about key details in a text.  **RI.1.2 -** Identify the **main topic** and retell key details of a text.  **RI.1.4** - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **RI.1.7** - Use illustrations and details in a text to describe its key ideas.  **RI.1.10** - With prompting and support, read informational texts appropriately complex for grade 1.  **I Can Statement(s):**   * I can demonstrate understanding of the lesson of the story. * I can use pictures in a text to tell about important ideas.   **Instructional Plan:**  **Tuesday:**   * Teacher Read Aloud: “Officer Buckle and Gloria” by Peggy Rathmann * Social Studies Book: (Whole Group) Chapter 1: Rules and Laws (p. 29-32)   **Wednesday:**   * Review: “Officer Buckle and Gloria” by Peggy Rathmann * Social Studies Book: (Whole Group) Chapter 2: Leaders (p. 33-36)   **Thursday:**   * Watch “Officer Buckle and Gloria” Video **http://www.rcs.k12.va.us/pfes/third%20grade/reading%20sem%201%20theme%201/officer%20buckle%20and%20gloria/officer%20buckle%20and%20gloria.asf** * Social Studies Book: (Whole Group) Chapter 3: Following the Rules (p. 37-40)   **Friday:**   * Sequence “Officer Buckle and Gloria”, What happened 1st, 2nd, 3rd * Social Studies Book: (Whole Group) Chapter 4: Being a Good Citizen (p. 41-44) | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Capitalize dates and names of people. * Use end punctuation for sentences. * Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. * Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **I Can Statement(s):**  I can capitalize the first word and my sentence and use correct punctuation at the end of my sentence?  **Instructional Plan:**  **Tuesday:**   * Morning Work: Students will draw a picture and write one word to tell how they are feeling. * Whole Group: * Review conventions of standard English capitalization, punctuation, and spelling that should have been mastered in kindergarten: * Capitalize first word in a sentence. * Capitalize the word “I” * Recognize and name end punctuation. * Spell simple words phonetically. * Write letters for most consonant and short-vowel sounds   **Wednesday:**   * Use the safety tip stars – Each student will write a rule that we have to keep us safe on their Safety Tip Star and draw a picture   **Thursday:**   * Write one class rule, another idea for a class rule and draw a picture (handout)   **Friday:**   * Ask students to brainstorm ways that you would be considered a good citizen and how you would not be considered a good citizen Show model to class as you are introducing lesson * Divide primary story paper vertically into two halves. On one half, students will complete this statement and draw a picture to illustrate it:   I am a good citizen when \_\_\_\_\_\_\_.  On the other half, students will complete this statement and draw a picture to illustrate it.  I am not a good citizen when \_\_\_\_\_\_\_\_. | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).   **L.1.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named by hamster Nibble because she nibbles too much because she likes that*).  **I Can Statement(s):**  I can read my Alphabet letters and know all of my sounds for letters A-L.  **Instructional Plan:** Review Capitol and Lowercase Letters, Sounds (Short and Long), and Handwriting  **Tuesday:**   * Use Scott Foresman “Rhyme Time” – Teacher will review letters A (The Ant and the Antelope), B (Baby Bird’s Birthday), and C (Cat in the Cupboard) * Review Kindergarten Word Wall Words that begin with A,B,C   **Wednesday:**   * Use Scott Foresman “Rhyme Time” – Teacher will review letters D (Damselfy Dance), E (Enter and Exit), and F (Fiona Fish) * Review Kindergarten Word Wall Words that begin with D,E,F   **Thursday:**   * Use Scott Foresman “Rhyme Time” – Teacher will review letters G (Go Get the Goat), H (Hamster in My House), and I (Iggy Inchworm) * Review Kindergarten Word Wall Words that begin with G,H,I   **Friday:**   * Use Scott Foresman “Rhyme Time” – Teacher will review letters J (Joyful Jackrabbit), K (Karate Kangaroo), and L (Lollipops) * Review Kindergarten Word Wall Words that begin with J,K,L | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **S.L.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   * Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) * Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. * Ask questions to clear up any confusion about the topics and texts under discussion.   **SL.1.2** - Ask and answer questions about what a speaker says in order to gather information presented orally or through other media.  **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **SL.1.6** - Produce complete sentences when appropriate to task and situation.  **I Can Statement(s):**  I can tell you our classroom rules and sing our “Class Rules Song”  **Instructional Plan:**  **Tuesday:**   * Students will sit in a circle and introduce themselves telling their name and one thing they like that begins with the same letter as their name. * Class Rules will be discussed. Teacher will model how to properly have a conversation with a peer, as well, as how to stand back to back with a classmate properly. * Teacher will ask students to think of any rules that they had in Kindergarten. * Two students will model the correct procedures to follow to think-pair-share rules from last year. * Students will walk/march/skate around the room to find friends to stand back to back with and share ideas. * Share a couple as a class at the carpet to whole class by raising hands and following demonstrated procedures. * As a class, brainstorm a list of rules that are important to follow. * Teacher will record the responses on a chart paper (being sure to use proper capitalization, punctuation, spelling phonetically, etc.)   **Wednesday:**   * Review students names again – this time coming up with a food that begins with the same letter as their name * Narrow the ideas brainstormed on chart to the most important 5 or 6 to be used as the class rules. Teacher will record the rules onto an anchor chart using correct punctuation/capitalization.   **Thursday:**   * Review students names again – this time coming up with an animal that begins with the same letter as their name * The teacher will began to guide students through creating a “Class Rules Song” with the class rules. * The teacher will come up with the first line, the students will come up with the rest. * Below is an example that can be used:   **Example:**  **Tune**: “London Bridge is Falling Down”  We are walking in the hall, in the hall, in the hall,  We are walking in the hall, we are good citizens!  We are working (eating) quietly. . . . .  We are sitting in our space . . . .  We are cleaning up our room. . . .  We listen to others with respect. . . .  We are helping one another . . . .  We apologize for our mistakes. . . .  We are picking up our trash . . . .  We are being kind to friends . . . . .  **Friday:**   * Each student can take a turn pointing to each word in the text while classmates sing and act out each part. * Complete “Checklist for Creating a Song” | | | |
| **Closing/Summarizing Strategy** | * What have you learned about your classmates this week? * How have your feeling changed throughout the week? * Why do we have classroom rules and expectations? | | | |
| **Differentiation Strategies** | | | | |
| **Extension** | | **Intervention** | | **Language Development** |
| Engage students in the following scenario:  You have been selected to be a Friendship Ambassador to welcome new students in first grade to you school. Using your speaking and listening skills to take new student(s) on a tour of the building to help them learn their way around the school. Incorporate the following words into your directions, (left, right, near, far, next, to) places, (bathrooms, cafeteria, gym, music room, art room, offices, gym, library, and nurse’s office).  2. Students can share their song with kindergarten classes and teach them the rules that are necessary for living and working together in a caring school environment. Students can discuss why it is important to be a good friend to others. | | 1. Divide a piece of chart paper into two columns (T-Chart) and write the following headings:   * I am a good citizen when I . . . * I am not a good citizen when I . . .   (Look at example)  2. Engage students in the process of brainstorming examples of positive and negative behaviors. Add examples as different situations arise.  3. Post the chart in a prominent place in the classroom. Refer to it as situations arise. When a child engages in positive behavior, ask him/her to go to the chart, point to the sentence referencing the behavior, and read it aloud. Follow the same procedure when addressing a child engaging in negative behavior. (Note: *These conversations should be held with children personally and privately, not in front of the entire class*). | | * For “Entering” (non-English/ novice) speakers it would help if a picture was placed next to the rules on the anchor chart. * It is important to have the song posted with the teacher pointing to each word/line as the class sings the songs   **Art/ Writing Extension**   * For “Entering” (non-English/novice) speakers have the students work with a child that speaks the same language. If this is not possible, it would help if this student is paired with another child. |
| **Assessment(s) & Reflection** | | | | |
| **Assessment(s):**  Pre-Assessment  Writing  Vocabulary Lists – A,B,C  Dibels | | | | |
| **Teacher Reflection:** (Next steps?) | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*